

NOTES ON EDUCATION.

The corner-stone of the proposed Vanderbilt University was laid at Nashville April 28.

Only a portion of the class will give orations at the coming Commencement of Union College.

German and French are to be taught in four Grammar Schools and six Primary Schools in San Francisco.

Mr. H. N. Slater of Webster, Mass., has given \$25,000 to Brown University, in addition to a similar sum previously presented by him.

Olivet College, Michigan, has an endowment and real property amounting to nearly \$171,000, and requires \$41,000 more to make it self-sustaining.

The Central University of Kentucky has appointed Professor Joseph Le Conte President of its College of Arts and Science and Professor of Physics.

It is rumored that plans are drawn for new buildings for Ingham University of Le Roy, and that there is a possibility these buildings may be erected at Rochester.

The total number of students attending the University of Pennsylvania is 732. The University Hospital will be in entire working order before the beginning of the Winter course of lectures for 1874-5.

The Philadelphia School Board has done wisely in keeping the pupils in the public schools from taking home their books. Consequently the Philadelphia children study at school, and parents are no longer forced to do work that teachers are paid for, connoisseurs all the time that brain-labor out of school hours was the worst thing possible for their children.

According to the report of *The Amherst Student*, the actual expenses of Amherst College, during the past college year, 72-3, were between two and three thousand dollars more than the receipts. Besides this debt, others, *The Student* declares, are continually incurred by appropriations to carry out new plans, which appropriations, the treasury being empty, are necessarily borrowed.

The Classical and Scientific Colleges of California State University have been separated.

The Faculty of Science will maintain five courses of instruction: Agriculture, Mechanics, Mining, Engineering, and Chemistry. The Faculty of Letters will conduct two courses, one resembling that of the ordinary classical college, and the other giving special prominence to the modern languages and literature. Various literary studies are to be prescribed for scientific students, while literary students will be obliged to study some scientific branches.

The Massachusetts Board of Education last year recommended the laying of a half-mile tax on the property of the State, to be distributed to the towns for educational purposes, as the money of the school fund income now is. The measure did not find favor with the Legislature, and this year the proposition is renewed, except that the rate of proposed taxation is reduced one-half. The reasons for it are that while the tendency of population and wealth toward the cities and larger towns increases from year to year, many of the smaller towns are receding relatively and absolutely in these respects, yet their burdens are not diminished in the same ratio, nor anything like it.

Of the 300 members of Congress, 124 are college graduates. Of the non-graduates, 55 received an academic education; 65 only a common school education. Four were educated in private schools, and six were "self-educated." Of the remaining 75, a large proportion took partial courses at college, or supplemented their early education by study in the law or other professional schools. A classification of the 124 graduates reveals the fact that Yale leads off the list of the colleges represented in Congress—the number of its graduates, including Mr. William Weller Phelps of N. J., and Gov. Washburn, recently elected as the successor of Charles Sumner, being eight. These statistics were compiled from the Congressional Directory by a writer in *The College Current*.

In the State of Iowa about 33,000 persons over 21 years of age are unable to write. The State University at Iowa City has 615 students and 30 teachers. The State Agricultural College at Ames has 17 teachers and 233 students; Cornell College, at Mt. Vernon, 16 teachers and 260 students; Iowa College, at Grinnell, 15 teachers and 222 students; Wesleyan College, at Mt. Pleasant, 10 teachers and 260 students. The yearly salaries given to principals of the leading high schools of the State are as follows: Dubuque, Cedar Rapids, Des Moines, Council Bluffs, each \$1,800; Sioux City, Marion, \$1,600; Waterloo, Independence, Mason City, Ottumwa, Dakota, \$1,500; Vinton, Keokuk, Burlington, Marengo, Muscatine, Fort Dodge, Elkhorn. The principals of rural schools are best paid in Dubuque, where they each receive \$1,600 per annum. These salaries may be considered reasonably remunerative in a comparatively new State—but how pitifully small they seem as incentives to thorough and accurate preparation by teachers!

It will do teachers no harm to read this paragraph quoted from *The School*:

"As an editor of a village paper, I have had ample opportunity to note what the public schools are doing in behalf of education. The most important improvements in the field of English education—penmanship, orthography, punctuation, and the minor niceties and proprieties involved in letter-writing, and in preparing compositions for publication—have been made in the schools. But the school teacher is not writing on the sides of the paper, in a cramped, school-boy hand, and with numerous errors in orthography and the use of capitals, but there was not a break or paragraph, nor a punctuation mark, nor a single error in any of the compositions. The most striking advantage to the rising generation of common schools in general, and of his school in particular."

Col. John M. Fleming, the Tennessee State Superintendent of Public Instruction, thinks that the Civil Rights Bill means death to popular education. He says:

"If mixed schools were ordered by law they would not be attended; and were they attended, the result would be rather a juvenile war than a profitable rivalry in studies. The competition cannot be brought to bear, as every citizen is compelled to go to the public school to political government; the school is too close to the family circle not to be subject in a great degree to social laws and influences. Already the detrimental effects of the proposed bill will be apparent without the adoption of the Civil Rights bill, and have been felt in Tennessee. The more pending of the bill in Congress, with a possibility of its passage, has begotten fearful apprehensions. The county court of a quarter of a century ago, in the name of additional taxes, and taxes have this year deferred action on the subject or referred the matter to the people. School officers throughout the State have been for some time uneasy about the proposed bill, and have been in a state of agitation in regard to possible invasion of their powers. But the bill is not yet written, and the colored children, aged respectively 12, 15, and 17 years, not one of them has acquired in school a competent knowledge of these things. I repeatedly inspected their compositions, and always found them grossly defective in spelling, punctuation, and the like. They have no idea at all of breaks and paragraphs, according to the sense, but after finishing what they have to say on one point or topic, they always begin another, and so on, in a confused, haphazard way, and sometimes with a small lead. The fact is, my children have received no instruction in these matters. For the very good reason that these present teachers have not received any. They have not learned the rules of punctuation, composition, and the like, and have not even the faintest idea of what they are doing. They are not taught to write in a clear, distinct, and legible manner, and the minor niceties and proprieties involved in letter-writing, and in preparing compositions for publication—have been made in the schools. But the school teacher is not writing on the sides of the paper, in a cramped, school-boy hand, and with numerous errors in orthography and the use of capitals, but there was not a break or paragraph, nor a punctuation mark, nor a single error in any of the compositions. The most striking advantage to the rising generation of common schools in general, and of his school in particular."

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